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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including: (1) persuasive messages and the hearing impaired: (2) the judicial speeches of Cicero: (3) the rhetoric of employment interviews: (4) doctor/patient communication: (5) black businesswomen's perceptions of their communication with black men: (6) the effects of persuasive communication: (7) computer simulations in conflict resolution: (8) a communication environment for mental health care: (9) job satisfaction and the effects of communication strategies based on operant conditioning on job skills: (10) participative decision making: (11) communication in community planning, faculty development, and religious preaching: (12) international communication in Europe, Africa, and Mexico: (13) argumentativeness and the effects of argument concession: (14) teacher/administrator interaction and conflict resolution: (15) political information seeking: (16) images of postsecondary institutions: and (17) assertiveness of women managers. (AEA)

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Applied Communication, Argumentation, and Debate:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1980 (Vol. 40 Nos. 7 through 12)

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EFFECTS ON A GENERAL AUDIENCE OF INTERPRETATION FOR THE HEARING-IMPAIRED ACCOMPANYING A SPOKEN PERSUASIVE MESSAGE

Order No. 8003428

ARTHUR, RICHARD HOUGHTON, PH.D. *University of Denver*, 1979. 203pp.

The purpose of the present study was to test a theory which predicted that interpretation for the hearing-impaired accompanying a spoken persuasive message would increase the effectiveness of the presentation for a non-impaired audience. Additionally, the theory proposed an explanation of the expected effects based on what has been termed the "affect hypothesis" of the effects of other distractions in persuasion. To test the affect hypothesis, several variables were identified and relationships among these variables were proposed. The variables were: (1) the perceived desirability of interpretation accompanying a speaker; (2) the attribution of source credibility; and (3) recall of the speaker's position on the issue.

Perceived desirability of the interpretation was operationalized in this study as the degree to which subjects believed interpretation to be pleasing, satisfying, and worth doing. Source credibility was defined as a multidimensional construct consisting of five factors: (1) Competence; (2) Dynamism; (3) Objectivity; (4) Attractiveness; and (5) Association. Recall of the speaker's position was the perception, by the receivers, of the speaker's general stand on the issue.

There were eight general hypotheses tested with several subhypotheses for the various dimensions of source credibility. To test the hypotheses, subjects were selected for the study on the basis of pretest scores and randomly assigned to either the experimental or control condition. Both conditions heard a live presentation favoring a position opposed to that which the subjects had indicated on the pretest. The presentation in the experimental condition was accompanied by interpretation for the hearing-impaired.

Source credibility was positively correlated with attitude change ($r = .3918$, $p = .044$) as hypothesized. Subjects in the experimental condition perceived the speaker's position to be closer to their own position than the control group ($F = 7.73$, $p = .008$). Analysis of the data also revealed that greater proximity between recall of the speaker's position and subject's own initial position resulted in less attitude change ($r = .393$, $p = .048$). This finding was in the opposite direction from that predicted.

The findings in the study indicate that the presence of interpretation caused no significant alteration of persuasive effectiveness. The affect hypothesis did not account for any variation in attitude change in the experimental condition. The finding that source credibility correlated with attitude change, in the absence of any other significant relationships, was considered of little interest in the present study.

The difference in recall of the speaker's position between conditions implies that interpretation has some effect on the perception of the message by the receivers. The underlying dynamics of this effect and any other implications which this difference in recall may have upon attitude change in other circumstances could not be tested in the present study. It was concluded that future research should attempt to explain the difference in recall which interpretation may cause. Future research should also investigate whether this difference may either increase or decrease persuasion in situations where there are persuasive topics of varying ego-involvement for the subjects.

The results of the study led to the abandonment of the proposed theory. It was suggested that the theory should be tested using mediated messages and interpretation, particularly under conditions where subjects are less aware of experimental manipulation.

THE ROLE OF RATIONAL ARGUMENTATION IN SELECTED JUDICIAL SPEECHES OF CICERO

Order No. 8005025

CRAIG, CHRISTOPHER PATRICK, PH.D. *The University of North Carolina at Chapel Hill*, 1979. 275pp. Supervisor: Professor George A. Kennedy

This dissertation examines the functions of rational argumentation in Ciceronian judicial oratory through a detailed study of the *argumentationes* of five speeches selected to give a chronological perspective on the development of important techniques. These speeches are: *Pro Quinctio*, *Pro Caecina*, *Pro Murena*, *Pro Milone*, and *Pro Ligario*. "Rational argumentation" refers to Aristotle's distinction of artificial proof as either ethical, pathetic, or rational. In rational proofs, following the view of the second book of Aristotle's *Rhetoric*, inductive proof is secondary to deductive proof, for which it serves to furnish premises. So the speeches are viewed, insofar as possible, as exercises in deductive reasoning. This process involves a consideration of the ways in which such reasoning is deployed, abused, and interrelated with extrarational appeals. This consideration is carried out through analysis of each *argumentatio* on three focal levels: (1) the gross structural level deals with the arguments which dictate the total structure of the *argumentatio*, (2) the second level deals with the arrangement and interrelation of arguments for a given contention, and (3) the premises, supporting points, and conclusions of individual arguments are analyzed.

In the introductory chapter, this method of analysis is explained and given a context through a brief treatment of the history of deductive reasoning in rhetorical theory from Aristotle to Cicero. The following five chapters are devoted to detailed analyses of the five selected speeches. A final chapter summarizes the noteworthy techniques found in the five speeches, and correlates them with their antecedents in Greek and Roman judicial oratory. The most salient argumentative device is the argument *in utramque partem* in the sense of the schema "If A, then B. If not A, still B." This device, used in a chain of three units, dictates the gross rational structure of the *Pro Quinctio*. Yet on the focal level of the interrelation of arguments for each contention, it occurs only once in that speech. In the later speeches, there is a tendency to use this device no more than once on the gross structural level, while it is more commonly employed among arguments for a given contention. The repeated use of this device on the gross structural level is striking, since it has only two antecedents in ancient pleading (Isaeus vii and Demosthenes xxix). More original is Cicero's use of the grand false disjunction as an organizing feature. This device, present in the *Pro Milone* and the *Pro Cluentio*, arguably lacks any antecedent in judicial oratory. Also original is the syllogistic gross linear structure of the *Pro Milone*; ideas which function as the majors, minors, and conclusion of two distinct syllogisms comprise the framework of the speech. Other devices of lesser originality or importance are also discussed.

In order to provide a theoretical context, appendices to the chapters on the speech provide a list of the bases, *loci*, and devices in each *argumentatio* which are mentioned in Cicero's rhetorical works.

THE RHETORICAL DIMENSIONS OF EMPLOYMENT INTERVIEWS: AN INVESTIGATION OF COMMUNICATIVE BEHAVIORS CONTRIBUTING TO APPLICANT SUCCESS

Order No. 8007986

EINHORN, LOIS JANE, PH.D. *Indiana University*, 1979. 137pp.

Employment interviews are frequent and important communicative events for job applicants. Despite their practical significance, little is known about the communicative correlates of applicant success in these situations. Although lists of interviewing "do's and don'ts" are abundant, the lists rarely advise applicants of specific arguments, supporting materials, organizational patterns, language choices, or deliveries that will make them most effective in these frequent interactions.

This study assumed that rhetorical theory provided a basis for analysis of the communication in employment interviews. The purpose of the study was to identify, describe, and analyze communicative behaviors grounded in rhetorical theory that might contribute to applicant success during employment interviews.

The critical object consisted of fourteen initial employment interviews involving college seniors who applied for jobs through the Indiana University Business Placement Office during the spring of 1978. The interviews were video taped and audio recorded and the verbal portion of the interactions was transcribed. One-half of the interviews considered represented instances of rhetorical success; the other half represented instances of rhetorical failure. Rhetorical success and failure was determined by the differences in scores between pre- and post-interview questionnaires that the employers completed on the applicants.

By extracting from rhetorical theory those communicative behaviors that were applicable to employment interviews, and then, by determining which of these behaviors distinguished rhetorically successful from rhetorically unsuccessful interviews, this study generated fifty-two hypotheses concerning the communicative correlates of applicant success in employment interviews. The fifty-two behaviors dealt with some aspect of the applicants' identification with employers, support for arguments, organization, style, or delivery and resulted in the establishment of positive images on the part of the successful applicants. The study concluded that these particular recurring behaviors combined to form a dominant strategy operative in the successful applicants' communication, a strategy of ingratiation. By focusing on the applicants' communicative choices more specifically and thoroughly than previous interviewing research, the study demonstrated the extent to which and ways that applicants' rhetorical choices help them to achieve success in the employment interviewing process.

THE NEGOTIATION OF TREATMENT DECISIONS IN DOCTOR/PATIENT COMMUNICATION AND THEIR IMPACT ON THE IDENTITY OF WOMEN PATIENTS Order No. 8002935

FISHER, SUE CAROLE, PH.D. *University of California, San Diego*, 1979. 796pp. Chairman: Professor Aaron V. Cicourel

The doctor/patient relationship, the ways in which treatment decisions are reached and the potential consequences to patient's identities are the topics of discussion in this dissertation. The doctor/patient relationship is presented and discussed from structural, organizational and interactional perspectives. A model of analysis which addresses this relationship as a process recapitulated at structural, organizational and interactional levels of analysis is presented.

I trace patient's careers from the original medical setting where a Pap smear, returned with the notation that it contained abnormal cells, produces a referral to either the faculty or the community gynecological/oncology outpatient clinics in a teaching hospital. Patients referred to the community clinic are shown to be more likely to receive nonconservative treatment (hysterectomies) than those referred to the faculty clinic.

To determine how medical decisions are reached, I consider the medical and social factors normally associated with treatment decisions for abnormal Pap smears. These factors are found to provide insights, but not conclusions. To further explore how medical decisions are reached, I present a model which examines the structure and organization of medical interviews. This analysis suggests that medical interviews and the negotiation of treatment decisions are structured by the practical concerns of the participants and the asymmetry in their relationship and organized around topics (some of which are necessary to treatment decisions and some of which are occasioned). In addition, I examine the language used by participants to see how it shapes treatment decisions. I found that doctors and patients use language strategically. They engage in questioning, presentational and persuasional strategies to accomplish treatment decisions.

To determine whether the treatment performed has an impact on patients' identities, treatments performed and patients' reported identity consequences are examined. Women who had been hysterectomized, for the most part, reported no identity consequences while women who maintained their reproductive capacity reported that they would have had identity consequences if they had been hysterectomized.

This study provides evidence for a theoretical reformulation of the doctor/patient relationship. It suggests that structural, organizational, and interactional factors combine to shape the doctor/patient relationship. While each factor taken independently provides valuable insights, taken together they provide a different and more comprehensive view of the doctor/patient relationship. The concepts of phases of action crosscut by patients' careers are used to link levels of analysis and to suggest that each phase of action and each step along the career are shaped in relation to the prior one and in turn shape the subsequent ones. Multiple research strategies are used to capture the activities of participants in each phase of action, to gather data and to interpret it.

This theoretical reformulation and these research strategies hold the potential to have sociological ramifications. They combine to suggest that the doctor/patient relationship, patients' careers and outcomes in terms of treatments and patients' identities be considered as a *process* produced, constrained, displayed and accomplished in the situated actions of participants, and articulated in structural, organizational and interactional contexts. There are also practical ramifications, which combine to suggest potential implications for medical education, patient education and resident training.

THE DENVER, COLORADO AREA BLACK PROFESSIONAL/BUSINESSWOMAN'S PERCEPTION OF HER COMMUNICATION WITH THE BLACK MALE Order No. 8002975

GASTON, JOHN COY, PH.D. *University of Colorado at Boulder*, 1979. 173pp. Director: Stanley E. Jones

Fifty Denver, Colorado area black professional/businesswomen were interviewed in an attempt to ascertain their perception of their communication with black males. A professional woman was defined as one who is in an occupation which provides the opportunity for advancement to the management level, carries social status, requires special talent, certification, and/or one or more college degrees, or is self employed. The fifty participants represented forty different occupations. Twenty-three of the participants were married, two were separated, thirteen were single, and twelve were divorced.

The study sought to ascertain the participants' self-perception, their perception of the black male, areas in which they felt that communication problems were most likely to occur, and their perception of the future of black male-female communication. The participants indicated four major potential problem areas: the black male's ego, the white female, financial matters, and differences in goals and values.

Married women basically perceived communication between the black male and female as having improved; divorced and single women perceived it as having deteriorated. However, all three groups were optimistic about the future of black male-female communication. Several tentative conclusions drawn from the analysis of the data suggest that black professional/businesswomen have a positive attitude toward black males despite perceived communication problems. While this study was limited to the black professional/businesswoman's perceptions, their views suggest that many of the communication problems which develop between black males and females may be partially due to the female's frame of reference, attitudes, and expectations prior to entering the dyadic encounter. However difficult the task, and whatever the cause, the participants in this study perceived overcoming their communication problems with the black male as a feasible goal.

THE EFFECT OF INTEGRATIVE COMPLEXITY ON THE SYSTEMATIC DESIGN OF A PERSUASIVE COMMUNICATION FOR CHANGING ATTITUDES OF PRESERVICE ELEMENTARY TEACHERS TOWARD SCIENCE Order No. 8006006

GRABOWSKI, BARBARA L., PH.D. *The Pennsylvania State University*, 1979. 127pp. Adviser: Paul W. Welliver

Purpose. The primary purpose of this investigation was to determine what effects the individual difference variable of integrative complexity had on the degree of attitude change when subjects were presented with a persuasive communication specifically designed to match their cognitive structure. The second purpose was to determine if the consistency principle needs to be heeded when designing attitudinal communications. The third purpose was to determine if Shrigley's theoretical science example was effective in changing the attitudes of preservice teachers toward the teaching of science.

Rationale. Four areas of research were combined to provide insight into the systematic design of a persuasive communication to change attitudes. Harvey's integrative complexity (level of abstractness-concreteness), Wood's consistency principle, and Shrigley's theoretical example in science were mapped onto Hovland's persuasive communication framework to answer the question, "who says what to whom with what effect?"

Based on Harvey's work, it was predicted that a non-integrated treatment which does not follow Wood's consistency principle would be insufficient information to cause an attitude change in concrete differentiators because they maintain segmented cognitive structures. This communication should be sufficient, however, to change attitudes of high abstract thinkers who are able to integrate information and of concrete thinkers who fail to differentiate broad concepts. An integrated persuasive communication, then, would be necessary for concrete differentiators. The relationship between the content and the evaluation would need to be stated explicitly for an attitude change in this group to occur.

Shrigley's theoretical example provided the content for the investigation. He identified the six variables for a credible communicator, six components of a persuasive communication along with the four factors of a science attitude.

Procedure. Ninety-three Pennsylvania State University Instructional Media 411 students participated in this study. They were first administered the Conceptual Systems Test to determine their level of integrative complexity, and the Shrigley Attitude scale for Preservice Elementary Teachers to obtain a pre-test score on their science attitude.

The subjects were then block randomized by their integrative complexity scores to the integrated treatment group, where they listened to a 26-minute videotape on the importance of science in the elementary school with the relationship between attitude toward science in general and feelings toward the importance of science in the elementary school explicitly stated; the non-integrated treatment, where they listened to a 20-minute videotape solely on the importance of science in the elementary school; or the central group, where they received no treatment. Each group was then readministered the Shrigley Attitude Scale for Preservice Teachers to identify any gain in positive attitude.

Results. Analysis of variance with repeated measures was calculated to determine if any gain in attitude could be attributed to the individual difference of integrative complexity, if the treatments made any difference overall, and if one treatment designed by the consistency principle was more effective than the other in changing attitude. The results indicated no significant difference between the gain scores when compared with the individual difference variable. There was, however, a significant gain in positive attitude for the subjects who listened to either treatment condition but not for the control group as was expected. No difference was found between the non-integrated or the integrated groups.

Conclusions. This investigation has shown the empirical effectiveness of Shrigley's theoretical science persuasive communication. The combination of the essential components of a persuasive communication and the establishment of the perceived credibility of the communicator resulted in significant positive change in attitude.

Further investigation needs to be conducted to determine if the consistency principle needs to be followed in designing a persuasive communication to elicit a change in attitude for the concrete differentiators; if it is necessary for the design of persuasive communications for high abstracts or concretes; and if matching instruction to evaluation really interferes with attitude change because of the direct way it presents information and relationships.

THE EFFECTS OF AN INTERACTIVE COMPUTER SIMULATOR (KSIM) UPON THE RESOLUTION OF MIXED CONFLICT IN A NEGOTIATION SITUATION Order No. 8008419

GRACE, WILLIAM VAN NOSTRAND, JR., PH.D. *Bowling Green State University*, 1979. 180pp.

This study investigated the effects of analyzing the long-term impacts or consequences of various conflict resolution options as part of the negotiation process. An interactive, deterministic, time dependent computer simulation procedure known as the Kane Policy Impact Analysis Simulator (KSIM) was utilized to project these impacts over a twenty year time period during a simulated dyadic mixed conflict negotiation situation.

A 2 X 2 factorial design was employed with the first factor being the type of precondition, subjects were assigned or independently developed issue positions, and the second factor consisting of the type of negotiation, subjects bargained only or were assisted by the KSIM model. Initially subjects either developed or were assigned issue positions concerning how much time faculty should spend in each of seven specified work activities. A subject from each of these two groups was then paired and assigned to one of the two types of negotiation conditions: (1) Bargaining Only; and (2) KSIM Computer. Disputants in both negotiating conditions were instructed to resolve issue differences through negotiation while minimizing the amount of concessions. The Bargaining Only group received no further task assignments, while dyads in the KSIM condition were required to mutually complete a 28 cell cross impact matrix and thereafter had available the use of the KSIM model to assist in the negotiation process.

Univariate and multivariate analysis of concession ratio scores and of attitudinal data concerning perceptions of the negotiation process failed to identify any statistically significant differences between treatment groups. Post hoc analysis did, however, indicate that negotiators in the KSIM Computer condition more often made large issue position changes, experienced greater satisfaction with the issue outcome, gained more knowledge of the issues, and perceived lower amounts of competition, than did negotiators in the Bargaining Only condition.

A COMMUNICATION ENVIRONMENT FOR AFRICAN AMERICAN MENTAL HEALTH CARE Order No. 8005663

GRANT, ELLEN ELIZABETH, PH.D. *State University of New York at Buffalo*, 1979. 105pp.

The purpose of this dissertation was to investigate the communication environment surrounding the care of Black mental health clients. Procedures included the analysis of the philosophical and theoretical traditions in American mental health care. The researcher explored three leading constituents in the socio-cultural development of the Black person. These factors were *values, akili-ulimwengu* and communication systems. It was found that values constituted the foundation upon which an Afrocentric communication environment could be based. In addition, world view or *akili-ulimwengu* contained the elements of *religion, socialization* and *family*. These elements were the basis for the African Americans' view of the world. The third constituent was *family*. It was shown that the family was conceptualized differently by Europeans and Africans but similar among Africans and African Americans.

A developmental model for a new communication environment which included a screening program for clients was devised on the Afrocentric theoretical base. It incorporated new ideas of values which reflected the African Americans' cultural history.

This study found that a consistent pattern of negative stereotypes of the Black clients existed on the part of therapists. It developed a communication environment which included four elements: (1) an African personality norm, (2) research for setting variables for counselor attitudes, (3) paraprofessionals from the Black minority group, and (4) counselors should verbalize to the client her own worth through specific communication messages.

EFFECTIVE COMMUNICATION FOR GUIDING PRACTITIONERS: CONCEPTUAL AND PRACTICAL PERSPECTIVES

HARRIS, ILENE BARMASH, PH.D. *The University of Chicago*, 1979.
Chairman: Ian Westbury

Codification of educational visions, prescriptions, and practices for the purpose of guiding practitioners is fundamentally important in teacher training and implementation of innovative educational ideas. Yet, there has been a dearth of sustained inquiry directed towards this problem. What qualities should characterize a complete and potentially effective written communication for guiding practitioners? The purpose of this study is to address this question in a variety of ways, with the aim of formulating conceptual and practical perspectives for use by authors and readers of discourse about education.

A conception of the task of communication for guiding practitioners is developed. The validity of one possible starting assumption is explored; that it is the goal to communicate so effectively that practitioners - who are so inclined - can from reading, appropriately replicate practices. Issues related to this assumption are examined. We conclude that it is unwarranted for three reasons. (1) The repeatable elements of a practice are not necessarily best expressed in written form. (2) Written codifications of practices are, in principle, abridgements and inexhaustive. (3) There is generally a gap between practitioners' knowledge of practice and improvement in practice, associated with any of three generic factors: practitioners' choices, practitioners' competencies, and situational constraints. These arguments suggest inherent limitations of written communication for guiding practitioners. Nevertheless, we contend that written codification is a powerful tool for guiding practitioners, given a clear understanding of its potential role in such guidance, to communicate so effectively that a practitioner who is so inclined, can *begin* to generate suitable practices. Issues that affect this task are explored: (1) how authors conceptualize practices and the problem of effective codification and (2) the nature of audience charactistics. Problems of communication for guiding practitioners are then explored as instances of general problems in elucidating the human communication process. Wittgenstein's and Austin's conceptions of meaning are employed to differentiate among three types of discourse frequently used to codify educational practice -- persuasive, descriptive, and theoretical discourse. We characterize each of these modes of discourse, explore its functions and limitations for guiding practitioners, and provide rationalized suggestions for its effective use in guides for practice.

Finally, we explicitly address the issue of which generic topics should be addressed in a complete codification of educational practice. This issue presents an important problem, since effective codification must help practitioners deduce appropriate practices at points critical to enactment of curricular positions. Sets of topics suggested by other investigators are discussed. Ginther's proposed set - Principle (motivation), Purpose, Content, Subject-matter, and Method - is employed as a viable minimum set of topics. Examples are provided of what might be entailed in treating each topic, *by* using his set to order all of the topics in the other sets. These arguments conclude our treatment of the question: What qualities should characterize a complete and potentially effective written communication for guiding practitioners? Basically, a minimum set of topics must be addressed in several forms of discourse - persuasive, descriptive, and theoretical - utilizing the guidelines for effective expression elucidated in this study.

A FIELD EXPERIMENT INVESTIGATING THE EFFECTS OF COMMUNICATION STRATEGIES BASED ON OPERANT CONDITIONING ON SUPERMARKET CHECKERS' TASK PERFORMANCE AND JOB SATISFACTION Order No. 8008101

HEFLIN, JAMES LIONEL, PH.D. *University of Southern Mississippi*, 1979. 153pp.

The general purpose of this dissertation was to determine if selected communication strategies based upon operant conditioning theory improved the speed, accuracy, customer relations behavior, and job satisfaction performance of supermarket checkers in a realistic employment training environment. The general aim was to test the theory that communicating with task learners would better help them to acquire task competencies within both their capabilities and the practical requirements of realistic circumstances.

A field experiment was conducted to test eight research hypotheses. For the purpose of the experiment, 140 qualified checker trainees were randomly assigned to seven treatment groups (N = 20). Group 1 (control group) represented the traditional system of communication, involving controlled task definition, operational explanation, but received no performance goals, feedback, or positive reinforcement. Group 2 received authority-set goals. Group 3 established group-set goals. Group 4 received authority-set goals and feedback on performance. Group 5 established group-set goals and received feedback. Group 6 received authority-set goals, feedback and positive reinforcement on performance. Group 7 established group-set goals and received feedback and positive reinforcement on performance. All seven groups ran ten practice grocery orders. After the tenth practice, the checker trainees completed a job satisfaction questionnaire.

Statistical programs and subprograms used for the analysis of the data gathered were taken from *Statistical Package for the Social Sciences* and computed on the Sigma 9 computer at the University of Southern Mississippi. Sub-program BREAKDOWN, analysis of variance subprograms ANOVAR and ONEWAY, and PEARSON CORRELATION were used to test the eight research hypotheses.

First, goal-setting, whether group determined or imposed by authority, had little bearing on any aspect of task performance or upon job satisfaction. Second, feedback combined with goal-setting accounted for statistically significant improvements in the achievements of accuracy and good customer relations in conjunction with established goals. Clearly, the element of feedback in conjunction with established goals produced valuable results. Finally, the introduction of positive reinforcement accounted for little or no improvement beyond the effects of feedback.

In general, the most effective communication strategy for the purpose of the study was comprised of these stages in this series: define task, explain operations, practice, goal-setting by manager, measurement and feedback, and positive reinforcement of improved performance.

Communication evidently is the keystone of effective organizational management. Needed is applied field research designed to devise and test communication strategies based on the operant conditioning construct adapted to various types of people-centered organizations and to the various tasks people perform at work.

FACTORS OF FACULTY JOB SATISFACTION AS RELATED TO COMMUNICATION SATISFACTION Order No. 8010145

HOTH, EVELYN KNOTT, PH.D. *Wayne State University*, 1979. 92pp.
Adviser: Nathaniel Champlin

The research study tested Hoy-Miskel's three-factor theory of job satisfaction for community college faculty, and it investigated the relationship, if any, between factors of communication satisfaction and job satisfaction. Sixty-eight liberal arts or "transfer" faculty at Oakland Community College's Orchard Ridge campus, in Oakland County, Michigan, were surveyed on their attitudes toward aspects of their work and communication on the job.

Hoy-Miskel's three-factor theory of job satisfaction, based on Herzberg, suggests that each of three sets of factors acts to produce either satisfaction or dissatisfaction. Overall job satisfaction, according to Hoy-Miskel, is produced by a set of factors known as *motivators*. Dissatisfaction, however, is produced by negative feelings on factors extrinsic to the job itself, called *hygienes*. *Ambients* produce dissatisfaction or satisfaction, depending on circumstances. The work of Downs-Hazen also suggests that overall job satisfaction correlates with communication satisfaction. To test the Hoy-Miskel theory and confirm or reject the conclusions of Downs-Hazen, the researcher surveyed the faculty, scored the questionnaires, and analyzed the data on the questionnaires.

Questionnaires for the survey were the Job Descriptive Index and the Communication Satisfaction Questionnaire. The Job Descriptive Index was validated at Cornell University by Smith, et al., in 1959, and has been used widely in industry and education since then. The Communication Satisfaction Questionnaire was developed and validated by Downs-Hazen in 1977 for use with professional and academic personel. Questionnaires were mailed through campus mail to faculty from the Dean's office with a cover letter from the researcher. Subsequent telephone calls and another mailing to selected departments with a low response rate were made.

A series of t tests and Pearson correlation indices were computed. The t test was used to measure the significance of difference between these groups: (1) male and female faculty, on job satisfaction; (2) male and female faculty, on communication satisfaction; (3) satisfied and dissatisfied faculty, on factors of motivation; (4) satisfied and dissatisfied faculty, on factors of hygiene; (5) satisfied and dissatisfied faculty, on factors of ambience. Also, the t test was used on each Pearson correlation measure, for significance of correlation.

The Pearson correlation was used to measure the relationship between: (1) overall communication satisfaction and job satisfaction; (2) job satisfaction and organizational integration; (3) job satisfaction and organizational perspective; (4) job satisfaction and communication climate; (5) job satisfaction and media quality; (6) job satisfaction and personal feedback; (7) job satisfaction and relationship with supervisor.

The findings substantiated the Hoy-Miskel theory, but did not corroborate Downs-Hazens' work in communication satisfaction. All predictions of the Hoy-Miskel theory were upheld. (1) Satisfied faculty scored significantly higher then dissatisfied faculty on motivation factors. (2) Neither group of faculty scored significantly higher or lower on factors of ambience. (3) Dissatisfied faculty scored significantly lower than satisfied faculty on factors of hygiene. (4) Overall communication satisfaction was not correlated to overall job satisfaction. (5) The six specific factors of communication satisfaction were not correlated to overall job satisfaction.

AN ANALYTICAL STUDY OF COGNITIVE COMPLEXITY AND ABILITY TO ORGANIZE IDEAS AS VARIABLES IN PARTICIPATIVE DECISION MAKING Order No. 8010854

KINGHORN, WILMER DURELL, PH.D. *Ohio University*, 1979. 141pp. Director of Dissertation: Robert S. Goyer

Behavioral scientists have previously studied in detail both human decision-making processes and human information-processing variables. Limited effort has been reported, however, toward assessing the effect which information-processing variables have upon decision making behavior in social contexts. The present study investigated the relationship between a set of two information-processing variables, cognitive complexity and ability to organize ideas, and a set of five criterion variables which represent four measures of subordinate participation in leadership decision-making situations. The latter four variables reflected conditions either of high importance or low importance of each of two problem attributes: (1) decision quality and (2) subordinate acceptance/commitment. The fifth variable reflected the mean level of subordinate participation for all situations.

The instrument used to measure cognitive complexity was adapted from Seaman and Koenig (1974). The measure of cognitive organization was the Short Form (*Form S*) of the *Goyer Organization of Ideas Test* (Goyer, 1966). The instrument used to measure the five criterion variables was the decision-making strategy instrument by Vroom and Yetton (1973). Three research questions were posed: (1) What relationships can be revealed between the information processing variables? (2) What relationships occur among the criterion variables? (3) What relationships can be identified between the set of information-processing variables and the set of criterion variables?

A total of 178 University undergraduate students participated in the study by completing the three instruments. No significant effects attributable to sex, academic major, or class rank were found. The Pearson *r* correlation coefficient between the information-processing variables was weak, but statistically significant ($p < .05$), leaving some question concerning the relationship between the variables. Eight of the ten unique pair-wise Pearson *r* correlation coefficients among the criterion variables were significant ($p < .005$), indicating a strong degree of inter-relatedness among the criterion variables.

The first canonical correlation in a canonical correlation analysis between the set of information-processing variables and the set of criterion variables was significant ($p < .05$). A relationship thus was indicated between the two sets of variables. Multiple regression analyses using the information-processing variables as predictors of the criterion variables showed organization of ideas to be the dominant predictor variable.

Because the relatively inconclusive nature of the findings, further study of the information-processing variables is warranted. The relatively strong correlations among the criterion variables suggests they are not independent of each other. To verify this conclusion, there would be utility in further study and possible refinement of the criterion variables. The finding of a significant relationship between the information-processing variables emphasizes a potentially important linkage between information-processing theory and decision theory. The extent of this relationship might be further clarified by substituting other information-processing variables for those used in this study.

RHETORICAL OPPORTUNITIES FOR COMMUNICATION IN THE COMMUNITY PLANNING PROCESS Order No. 8006022

LEMBECK, STANFORD M., PH.D. *The Pennsylvania State University*, 1979. 198pp. Advisor: Gerald M. Phillips

The purpose of this study was to investigate the relationship between rhetorical communication, used purposefully and instrumentally, and the typical activities of community planners. Several typical planning situations were analyzed to identify the opportunities professional and citizen (lay) planners have to use rhetoric, and how effectively they use it. A "rhetorical opportunity" was defined as one in which two or more actors (a) communicate to induce or increase adherence to a position, (b) present different planning goals or alternatives to a planning problem, or (c) offer claims or data that have the potential to motivate disagreement, opposition, protest, etc.

The cases selected for examination are not exhaustive of possible community planning issues, but are typical of major planning themes. Each was chosen to highlight some particular element, or combination of elements, in terms of actors, problem addressed, setting, or planning purpose. Of particular significance are the special analytical demands created by planning-related communication which is often non-consecutive, interrupted discourse, engaged in by a multiplicity of rhetors, occurring over a relatively long period of time.

Observations were made at meetings of public planning agencies and other official community groups. The general situation and context of the meeting, and the specific aspects of the planning problem to be resolved through talk were identified. A range of choices that would provide reasonable and responsible planning solutions were outlined. Once the planning needs and opportunities were noted, an assessment was made of whether or not the actors used standard rhetorical principles in the attainment of goals. These principles were contained in a series of six analytical questions, the answers to which a trained critic of rhetorical communication could conclude whether the speaker's output was "rhetorical."

The results of this investigation demonstrate that professional and citizen planners create, or find themselves in, situations in which purposeful talk is demanded, and that these public planning events, issues, and actors are amenable to rhetorical analysis. All of the speakers analyzed in the study acted "rhetorically;" that is, they manipulated rhetorical resources to change listeners' behavior as they attempted to achieve their planning purpose. It was observed that: planners may use rhetorical communication to escape from procedural encumbrances; they sometimes employ formal techniques of persuasion to make their professional information credible to a public that is not technically trained; planners generally lack a sense of awareness of the possibilities inherent in making public rhetoric; and planners generally need training and experience in relating good planning and effective rhetoric.

Several suggestions were made for employing rhetorical analytical techniques to evaluate the effectiveness of public planning practice as a social and technical activity, and for the education of planners in communication skills.

THE INFLUENCE OF SELF-DISCLOSURE ON PARTICIPATION IN A UNIVERSITY FACULTY DEVELOPMENT PROGRAM Order No. 7926315

LONG, Richard Phillip, Ph.D. Southern Illinois University at Carbondale, 1979. 128pp. Major Professor: Dr. Edward McGlone

The number of studies devoted to faculty development have increased tremendously in recent years. Some have focused on the effectiveness of faculty development, some have examined the profile of participants, while others have looked at the effects of organizational structures on participation in faculty development. Yet, none have applied communication theory and research to a study of the faculty development movement.

Such a study is significant in that it provides the following information. First, it offers information about the relationship between openness and faculty acceptance or resistance to faculty development programs. Second, it serves to further test and refine Argyris and Schön's theory of human motivation in organizational settings. Third, it serves to further test major theories of organizational openness by examining them in a faculty development context. In general, it is also significant that a contribution has been made by the communication community to the faculty development movement in showing the relationship between the two.

This study attempts to fill some of the gaps in the literature in both the area of communication theory and the practice of faculty development. Specifically, the study attempts to answer the following questions: Is perceived openness an influence on the acceptance of a faculty development program at the University of Bridgeport? Are faculty who are high disclosers more likely to participate in faculty development than faculty who are low disclosers? Is openness or self-disclosure a likely predictor of acceptance of faculty development? And, what are the implications of openness or self-disclosure on faculty development?

Multiple linear regression techniques were used to test the research hypotheses. Self-disclosure, interpersonal solidarity, communicator dominance, communicator openness, authoritarianism, communication apprehension, sense of organizational openness, and the individual differences of age, sex, marital status, faculty rank, highest degree earned, years service at University of Bridgeport, tenure and area of specialization, when tested as an overall model were not predictive of faculty willingness to participate in faculty development. Likewise, none of the communication variables were individually predictive of faculty willingness to participate in faculty development.

Forward stepwise multiple regression was then used to isolate the independent variables that would yield the actual prediction of participation with as few terms as possible. Nine variables had the highest predictive capacity and explain 34 percent of the variance in participation. Predictor variables identified include the following: communicator dominance, faculty rank, tenure, organizational openness, area of specialization, years service at the University of Bridgeport, marital status, sex, and interpersonal solidarity.

The relationship between the independent and dependent variables was not linear. It is too early to tell whether the effect is cumulative. There are a number of possibilities for future research. First, there is a need for replication of the study. Second, a study attempting to discover relationships between variables is well advised. Third, there is a need to test and redefine an integrative model of participation in faculty development. Fourth, future studies should examine more carefully theories of communication and development. Fifth, a study of self-disclosure from a sender perspective is proposed. Finally, the author recommends that a study like the one conducted could be extended to focus on the administrative and organizational level.

ROLE CONFLICT FOR THE PREACHER: A STUDY IN COMMUNICATION AND RELIGION Order No. 8012395

MICKEY, THOMAS JOHN, PH.D. *The University of Iowa*, 1979. 268pp. Supervisor: Professor Kenneth Starck

This exploratory study uses audience research to examine role conflict for the preacher from a definition of human communication as symbolic interaction.

The Catholic priest enacts several roles. One is that of *preacher* on Sunday morning. The sermon in the Mass is the primary way he relates to most of his parish since the majority come to church that day. The communication research problem deals with conflict in the meaning of that role for both himself and the parishioners.

The preacher and the congregation together create the religious social order. Preaching therefore was seen as a creative process of the interaction of the preacher and the congregation. The symbolic interaction of communication is evolving and never finished. The preacher is more than a mouthpiece of the Catholic Church; the congregation is more than a passive recipient of a message.

Preaching has traditionally assumed a persuasive focus, i.e. it is presented to change behavior. The literature on communication also discusses another kind of communication which one might call transparent. Transparent communication is communication that stresses dialogue. It is the ground of self-discover. One might suggest that the preacher also acts out of a transparent model, but both the persuasive and transparent model are expressed in different ways. In persuasion the superior informs the inferior. In transparency equals share themselves.

Some functions of human communication were described in order to construct a sociology of preaching and thus begin to see preaching as more than persuasion. The sermon links the individual with the human environment. The believer knows what he is supposed to think through the words of the preacher. To belong to the group means to think the thoughts of the group. Preaching also serves the function of legitimating behavior. The preacher may support the status quo or criticize the social order. Preaching is proposed not as an isolated act of a communicator to a passive audience, but rather an expression, definition, and creation of the religious social order by human actors.

The central problem investigated here was the role conflict the preacher experiences when he acts out of one communication model when his audience is expecting the other.

The method to investigate the problem was a secondary analysis of survey data from Catholic parishes around the country. Participant observation was used to serve as a check on the survey data.

The results of the survey data showed that the preacher experiences role conflict. People view the sermon as persuasion insofar as it legitimates their participation and involvement in the parish; they care less about content and more about obtaining guidance.

The participant observation confirmed that the persuasive model of communication is the dominant model used by the actors. The preacher presents the impression he has the truth and the congregation presents the impression they want to receive the truth. This was described through a *dramaturgy of preaching*. Transparent communication also was present.

Every social order, including the religious social order of parish is made up of a hierarchy of superior, inferior, and equal. This communication research studied the ways hierarchy is expressed. Role conflict was defined as addressing one audience (superior, inferior, or equal) in the presence of another audience which is necessary to one's sense of identity.

This study looked at preaching as both persuasive and transparent. Preaching both intends to get the listener to do something and at the same time it reveals the self and social order of preacher, congregation, and parish. The preacher experiences role conflict when he considers the sermon only as persuasion.

INTERNATIONAL COMMUNICATION BETWEEN THE EUROPEAN AND AFRICAN WORLDVIEWS Order No. 8005697

NHIWATIWA, NAOMI PASIHARIGUTWI, PH.D. *State University of New York at Buffalo*, 1979. 158pp.

The purpose of this dissertation is to examine the nature of international communication between Europeans and Africans thereby delineating areas of communication barriers. Communication between Africans and Europeans is marked with gross misunderstandings, distortions, and conflicts. Europeans and Africans communicate in formal and informal diplomacy. This dissertation proceeds by presenting worldview as a conceptual framework whereby communications between Europeans and Africans could be examined. The parameters most relevant to this analysis include: (a) the concept of the supernatural and its relationship to human beings, (b) the nature of human beings, (c) the relationship of human beings to human beings, (d) the relationship of human beings to nature, (e) the most important activities, and (f) communication strategies.

A comparative analysis of African and European worldviews reveal dichotomous relationships. The African worldviews are strongly characterized by spiritualism, immortality and collectivity. On the other hand, the European worldviews emphasized superficial entities like individualism, capitalism, and the Judeo-Christian concept of predestination. The European worldview is oriented towards overcoming nature and the universe while the African worldview lays emphasis on the more innate concept of harmonius coexistence between nature and human beings. These differences in worldviews manifest themselves in communication patterns that exist between Europeans and Africans.

The nature of communications between the two groups is characteristic of that occurring between two heterogeneous groups. The historical events of colonialism and slavery serve as communication barriers between the Africans and the Europeans. The author also finds that even in recent times the environment in which communication between the two groups takes place is important for communication fidelity. Superiority complex, racism, and stereotyping tend to reinforce the communication barriers between Africans and Europeans. It is the belief and conclusion of the author that for better harmony, the Europeans have to move away from their superficial value system and move towards the more innate and humane African worldview, which is consistent with the universal laws of human coexistence and interdependence.

SOLICITATION TECHNIQUES AMONG ENGLISH-SPEAKING CHILDREN IN THE U.S. Order No. 8004700

OWENS, MARY ELIZABETH, PH.D. *Georgetown University*, 1979. 160pp.

This dissertation constitutes a description of a communicative event, the ice cream truck stop, in a particular speech community, the white middle-class child community of a Maryland suburb. The event described and analyzed is transactional in nature, and centers around the exchange of ice cream and related goods (candy and soft drinks) usually, but not always, for money. Most of the participants in this event were children, and the event itself was characterized as dominated by children. There are two broad goals of this paper: one is to provide an ethnography of a communicative event, and the second is to provide an analysis of child interaction in a child dominant situation.

The first part of the dissertation is composed of a description of the setting and background of the event, along with a description of the participants and their goals in this event. An analysis of the overall patterning of the ice cream truck stop follows. That is, the acts that constitute an ice cream truck stop and the roles available to the participants are defined.

An account is then given of the strategies, corresponding to functions, that are utilized by the children in accomplishing their goals. These techniques, or functions, are compared in two interactional dyads: child to adult and child to child. A third dyad, adult to adult, is included for illustrative purposes. The distribution of forms used in function attempts is examined, as well as the distribution of first name usage in addressing the ice cream woman. These distributions are analyzed in relation to such factors as age, sex, and addressee identity and status.

THE ROLE OF THE MULTINATIONAL CORPORATION IN THE TRANSFER OF MANUFACTURING TECHNOLOGY: THE MEXICAN CASE Order No. 8007566

OWENSBY, WALTER L., PH.D. *The University of Wisconsin - Madison*, 1979. 431pp. Supervisor: Professor Marion R. Brown

This thesis focuses upon the transfer of manufacturing technology to less developed countries through multinational corporations as an issue both of communication and development. The study has two quite distinct elements. The first deals with conceptual materials related to communications and development theory, the nature of technology, transformations in the business system affecting the utilization of technology, and the ambiguities and conflicts between transnational firms and nation-states.

Psycho-dynamic models of communication are rejected in favor of socio-structural models more relevant to the transfer of capital intensive, corporate-owned industrial technologies.

The study accepts the general validity of dependency theory and argues that technology transfer to less developed countries has been an important factor in their incorporation into a global economic system over which they have little influence.

The changing nature of industrial organization is seen as an important issue in the analysis of technology transfer and its impact on national development.

The second major element of the thesis involves reflection upon six general hypotheses. The study presents an analysis based upon economic data for 199 U.S. majority-owned affiliates in Mexico as well as upon personal interviews with 44 of the firms and information drawn from Mexican government sources.

There is strong support for the hypothesis that the goals of the corporation rather than the development plans of the nation determine the selection of both products and technologies introduced to Mexico.

It is further determined that research and development activities of the firms are highly concentrated in the U.S. thus effectively excluding consideration of the peculiar needs and opportunities of less developed countries. The small research budgets expended in Mexico relate mainly to minor adaptation of products designed for the U.S. market.

The data confirm significant growth in communications between Mexican subsidiaries and their corporate headquarters but prove inconclusive in demonstrating the pattern of increasingly centralized control over affiliate decision-making that was hypothesized.

Three general hypotheses deal with the economic impact of technology transfer through direct foreign investment. Data support the assertion that such investment has had both immediate and long-run negative financial implications for Mexico.

Analysis related to the employment and job training issues provides mixed results. There is little evidence for the assertion that multinational firms encourage a capital intensive spiral resulting in long term job loss through entire subsectors. It is confirmed, however, that foreign subsidiaries absorb more from than they contribute to the national skills pool.

Finally, there is strong support for the hypothesis that multinational corporations play a leading role in Mexico's industrial concentration and achieve a dominant position in chosen markets.

The thesis concludes with a series of public policy recommendations at the international, host country and home country levels. In all three, there are roles indicated for communications specialists.

AN EXAMINATION OF THE IMPACT OF SELECTED INTERPERSONAL AND SITUATIONAL VARIABLES ON ARGUMENTATIVENESS

Order No. 8011468

RANCER, ANDREW SAMUEL, PH.D. *Kent State University*, 1979. 273pp. Director: Dominic A. Infante

A recent model of argumentativeness was conceptualized (Infante & Rancer, 1978) which posits that an individual's argumentative behavior is a function of both trait and state components. The model suggests how these trait and state components interact to produce a resultant motivation to argue in particular situations.

The present investigation examined how several interpersonal/situational variables (physical attractiveness, similarity (homophily) and trait argumentativeness) impact on an individual's resultant motivation to argue in that situation and on several situational determinants of resultant motivation to argue. The study explored the function of these three factors in the interpersonal argumentative situation by creating communication situations where an individual believed he or she would have to argue with a person who was either attractive or unattractive physically, and who was either similar or dissimilar to the individual in terms of trait argumentativeness. Trait argumentativeness of the subject was examined as a subject variable. In a post-hoc analysis, sex of subject was also examined as an additional subject variable.

Main effects for homophily, trait argumentativeness and physical attractiveness were hypothesized for several dependent variables. Interaction effects between homophily and trait argumentativeness were hypothesized for the situational determinants and indices of resultant motivation to argue. Two canonical correlation hypotheses were designed to test the speculation that homophily and three dimensions of interpersonal attraction account for variance in an individual's resultant motivation to argue. The third canonical correlation hypothesis tested the portion of the argumentativeness model which suggests that the situational variables account for variance in resultant motivation to argue. The study also explored in post-hoc fashion the speculation that high trait argumentative subjects would be more disappointed than low trait argumentative subjects when the argumentative discussion was cancelled.

One hundred fifty-two subjects were led to believe that they would have to argue interpersonally with another college student over a controversial issue. Subjects responded to the dependent measures, were debriefed, and paid.

Results indicated that the trait argumentativeness of the subjects surfaced as the most influential factor which impacted on the situational determinants and indices of resultant motivation to argue. Physical attractiveness failed to affect subjects resultant motivation to argue, but did influence subjects ratings of social attractiveness, and interacted with trait argumentativeness to affect effort to succeed and importance of failure. Homophily of the adversary influenced social attraction, probability of success and importance of failure perceptions, and interacted with trait argumentativeness to affect task attraction ratings of the adversary. Male subjects manifested a higher degree of perceived probability of success and importance of success perceptions of the situation, and were found to be more disappointed when they lost a chance to argue. Two of the three canonical correlation hypotheses were also supported.

Limitations of the study were discussed, and suggestions for future research were offered.

TEACHER PERCEPTIONS OF ADMINISTRATOR COMMUNICATION AS MEASURED BY THE AUDIT OF ADMINISTRATOR COMMUNICATION

Order No. 8007184

RAWN, EDWIN LEROY, ED.D. *University of Missouri - Columbia*, 1979. 113pp. Supervisors: Dr. Jerry W. Valentine and Dr. Richard V. Hatley

Purpose of the Study. The purposes of this study were two-fold. First, the researcher desired to ascertain whether there was a significant difference among the ways in which elementary, junior high, and senior high teachers perceived the communication skills of their respective principals. Secondly, investigation was made into the possible predictive relationships between the dependent variable of teacher perceptions of administrator communication skills and independent variables consisting of several demographic differences among teachers.

Procedures. Data were gathered via mail survey using the Audit of Administrator Communication sent to a random sample of Missouri teachers who worked at the three levels of public education previously indicated. Data were processed by use of a computer program compiled for that purpose at the University of Missouri-Columbia. Results of this processing were subjected to testing using one-way ANOVA, the Tukey test, multiple correlation, and general linear regression.

Findings. (1) There was a significant difference in the ways in which the communication skills of elementary principals were perceived by elementary teachers as opposed to high school principal communication skills as perceived by senior high teachers. The communication skills of junior high principals were perceived by junior high teachers as being very close to significance when measured against communication skills of senior

The dependent variable was knowledge of school law and school board policies as reflected by the score the teacher made on the Inventory of Teacher Knowledge. The independent variables were: type of school (elementary, middle, senior high), size of school district based on gross average daily attendance, schools of varying student enrollment within a district, size of high school as determined by University Interscholastic League competition, and number of years of teaching experience.

A pilot study was conducted in one school district with a sample of 80 teachers. Each item on the pilot instrument was analyzed to determine item difficulty and the split-half internal consistency method for determining reliability was used with the Spearman-Brown Prophesy Formula being applied to determine test reliability. Item validity was obtained by comparing the upper and lower twenty-seven percent of the scores and applying the Flanagan Table of Values of the Product-Moment Coefficient of Correlation in a Normal Bivariate Population Corresponding to Given Proportions of Success. The mean, median, standard deviation, standard error of measurement, and range of scores were reported for the pilot.

The sample consisted of 396 teachers in 15 school districts within the area served by Region IV Education Service Center, Houston, Texas. Two instruments, designed by the author, were used to collect data: Teacher Demographic Questionnaire and the Inventory of Teacher Knowledge. The Teacher Demographic Questionnaire is a one-page, 14 item checklist used to obtain information necessary for the identification of the five independent variables. The Inventory of Teacher Knowledge is a 100-item objective test designed to measure a teacher's level of knowledge in ten different areas of public school law and school board policies.

Data was collected in the Spring, 1979, semester near the end of the school term, after all in-service training programs had been completed. Four-hundred-fifty packets were disseminated in 15 school districts in Southeast Texas. Three-hundred-ninety-six teachers returned the instruments. The high rate of return is account for in that the instruments were hand delivered and picked-up by the author or a representative.

Analysis of variance was applied to the null hypotheses in the study. The .05 level of significance was set as the criterion for the acceptance of an hypothesis. A significant difference was found in the level of knowledge of public school teachers and the type of school in which they taught. No significant differences were found in the level of knowledge of teachers and the size of the school district based on gross average daily attendance, schools of varying student enrollment within a district, size of high school as determined by University Interscholastic League competition, and years of teaching experience.

The Inventory of Teacher Knowledge indicated that teachers demonstrated a greater level of knowledge in the areas of teacher rights to engage in political affairs and organizations, discharge of teachers during the school year, teacher release at the end of the school year, and cancellation of teacher certificates. Indicated areas of weakness were powers of the board of trustees, teacher liability for pupil injury, and teacher resignation.

A MULTIDIMENSIONAL APPROACH TO POLITICAL INFORMATION SEEKING AND POLITICAL PARTICIPATION

SCHWALBE, TED, PH.D. *University of Southern California*, 1980. Chairman: Professor Thomas H. Martin

This study examined political communication as a two-way process involving citizen participation and political information seeking. Additionally, the research looked for common multidimensional traits across these two areas.

The literature review focussed first on identifying basic trends of research in political participation and information seeking. Channel and receiver characteristics affecting political participation and information seeking were defined. Relationships between channel and receiver characteristics were discussed in terms of potential costs and benefits that could be attached by receivers to various attributes of channels for political participation and information seeking. Based on research reviewed, it was hypothesized that six groups of political activists could be identified and that these six groups would exhibit different political information-seeking patterns and would have different uses of political information.

A questionnaire was administered by telephone to 307 people in the Los Angeles area. Variables measured participation in various political activities, frequency of use and perceived usefulness of various political information sources, and uses of political information.

Factor analyzing variables measuring political participation resulted in the emergence of four factors. Respondents were placed into groups based on their standardized scores on these factors. The six major groups that emerged were labelled inactivists, voters, campaign activists, personal contactors, group activists, and total activists. Over 90% of the respondents were able to be classified into one of these six groups.

An effects-coded regression, utilizing group memberships as independent variables, was performed on every variable measuring channel use and channel usefulness. In order for a particular group to deviate significantly from an overall mean on channel use or usefulness, the F-ratio associated with the beta weight representing that group had to exceed the critical F-ratio at the .05 error level.

Information-seeking patterns differed among the six groups. Channel usage of inactivists was significantly lower on almost every channel. Channel usage of total activists was above average on every channel (statistically for half of them). Voters were below-average users for every channel and were significantly lower for expert channels. Campaigners were above average for use of almost all information channels with statistical significance found for use of interpersonal sources. Personal contactors were below-average users of mass media and social channels, but were significantly above average for use of expert non-social channels. Group activists were above average for use of social channels and most mass media but below average for use of expert channels.

No statistically significant differences were found among measures of channel usefulness. Possible reasons for this include inability of measurement scales to detect differences and the possibly ambiguous meaning of usefulness of respondents.

Comparisons of political information uses across groups were made based on respondents' three major uses of political information. Results showed inactivists not using political information, campaigners using information to get involved and to help others, personal contactors using information to solve problems, group activists using information as a source of conversation, and total activists using it to keep informed and to help others. Use patterns of voters was not clear.

Results were explained in terms of a cost-benefit analysis with groups attaching different costs and benefits to the various attributes of the channels of political participation, political information seeking, and political information usage.

Recommendations included further investigation and direct measurement of attributes of political communication channels, extension of research linking channel and receiver variables into other subject areas, and increased awareness among politicians and government officials of the different kinds of participants in the political process.

COMMUNICATION AND THE FORMATION OF IMPRESSIONS ABOUT POST-SECONDARY EDUCATIONAL INSTITUTIONS

Order No. 7928618

TARDY, Charles Holman, Ph.D. The University of Iowa, 1979. 176pp. Supervisor: Professor Samuel L. Becker

This study examines the process by which high school students form impressions about post-secondary educational institutions. Although research on college selection indicates the importance of these impressions, it reveals little about the ways in which high school students construct them. In order to better understand this process, this thesis derives and tests generalizations from relevant literature in the field of communication.

A model is proposed which integrates sixteen hypothesized relationships among nine variables. This conceptualization specifies that certain variables predict student communication about colleges, and this communication facilitates impression formation. The thesis delineates types of communication channels: strong interpersonal, referring to friends and family; weak interpersonal, including acquaintances and non-intimate friends; and the mass media, comprising radio, television, and newspapers. Predictors of student use of the three channels include opinion leadership, information relevance, and two types of communication integration. A "strength of weak ties" hypothesis suggests that the weak interpersonal channel will have the greatest influence on impression formation.

Four-hundred-and-five college-bound high school seniors from the State of Iowa constituted the sample for the study. Impression formation was the number of attitudes possessed by each respondent about The University of Iowa. Factor analysis of student exposure to fifteen sources of information about the university yielded three dimensions which closely paralleled the predicted communication channels. Multiple regression and path analytic techniques were employed to test the proposed model.

Of the variables predicted to affect the use of the three communication channels, only information relevance proved significant. Students who met admission standards and expressed an interest in attending The University of Iowa evidenced slightly more use of the strong and weak interpersonal channels but not of the mass media. Opinion leaders did not attend to more messages than did nonleaders. Predicted correlations of opinion leadership and socioeconomic status as well as information relevance were not significant. The three communication variables affected positively the formation of impressions as hypothesized. However, there was no significant difference in the magnitude of the strong and weak channels' influence on impression formation.

Exploratory analysis indicates that variables not included in the model correlate with the three communication variables and opinion leadership. Certainty of educational and occupational plans correlates positively with opinion leadership and use of the weak interpersonal channel, but correlates negatively with use of the strong interpersonal channel. The student's ACT score correlates positively with the use of the strong interpersonal channel and negatively with the other three variables.

This study supports the general theoretical proposition that communication functions to facilitate the construction of attitudes. That this function is not channel-bound is quite important. The results indicate that use of the three channels of communication are affected by different variables. The use of the interpersonal channels, but not the mass media, was positively affected by information relevance. That opinion leaders evidence no more attention to information than nonleaders suggests closer scrutiny of conclusions from previous research is needed.

A STUDY OF THE EFFECTS OF COMMUNICATOR STYLE IN RESOLVING CONFLICTS IN DISPUTE SETTLEMENTS THAT ARISE BETWEEN ADMINISTRATORS AND TEACHERS

Order No. 8006207

WHARTON, PETER MICHAEL, PH.D. *Michigan State University* 1979. 131pp.

Statement of the Problem. This study was planned to investigate and measure administrator effectiveness in conflict situations and attempt to identify a communicator style that is most effective in managing conflicts. It was assumed that a study of the effects of communicator style in resolving conflicts between administrators and teachers might identify a style that is more effective than others.

Sources of Data and Methodology. Three videotape recordings of the manipulated independent variable, communicator style, were randomly assigned to three intact groups of teachers. The independent variable was manipulated at three different levels: positively reinforcing style, neutral style, and condescending style. Four dependent variables consisted of perceived credibility, perceived interpersonal attractiveness, perceived outcome of the conflict, and amount of information retained by teachers from the conflict transaction. After viewing the videotape recordings the subjects filled out a questionnaire containing measures of the dependent variables.

Major Findings and Conclusions. The findings in the study indicated no significant differences in the use of communicator style on the perceptions of the principal's qualification and dynamism, the principal's interpersonal attractiveness, prediction of outcome and information retention. However, the results reported for Hypothesis I suggest that teachers' perceptions of a principal's qualification may be influenced by a principal's communicator style. The principal was perceived as most qualified when using a neutral style and least qualified when using a positively reinforcing style with the condescending style falling in between. This could be attributed to the adversarial role of the principal or the expectations a teacher might have of a principal's communicator style when involved in a conflict situation.

The fact that no significant relationships were identified should not be viewed as discouraging. These research findings could be of importance in providing insights for administrators managing and dealing with conflict daily. The lack of significant findings may be attributable to the limitations of the study. Perhaps, the manipulations of the communicator style variable was not strong enough. This would be difficult to assess given the lack of prior research indicating how strong the manipulations should have been. Another limiting factor may have been the re-enacted conflict. It is possible that it may not have been a valid simulation of these types of conflicts. The researcher feels that the aforementioned are some of the more important variables to be considered. It is recognized that there are many other variables that may be just as significant in contributing to the limitations of the study.

The teachers are consistently biased in favor of the teacher in conflict situations. The bias was suggested from the assessment of the responses to the questionnaire. Also, the findings suggest that the bias was partially responsible for the researcher not being able to attain the reliability even when using scales that had demonstrated reliability in previous research studies.

Implications. From these findings and conclusions it is suggested that:
(1) Teachers as individuals and as a group should consider the following:
(a) Is the teacher bias suggested by the findings conscious or unconscious?
(b) Is the suggested bias of teachers consistent with their goals?
(2) Administrators should know that communicator style appears to have little effect on resolving conflicts in dispute settlements pertaining to classroom observations. The reason is the suggested teacher bias identified in this study. However, communicator style does affect teachers' perceptions of an administrator's credibility. It seems that a teacher's perception of an administrator's credibility is based on "Qualification."

AN EXPERIMENTAL STUDY OF THE EFFECTS OF ASSERTIVENESS IN THE INTERPERSONAL COMMUNICATION STYLE OF A WOMAN MANAGER ON PERCEPTIONS OF MANAGERIAL EFFECTIVENESS, CREDIBILITY RATINGS, AND ATTITUDES TOWARD WOMEN AS MANAGERS

Order No. 8007526

WILLIAMS, CHARLOTTE ALLEN, PH.D. *The Florida State University*, 1979. 182pp. Major Professor: Thomas R. King

Women make up nearly half of the adult work force in the United States. Despite these increasing numbers and the effects of legal and social pressures, the proportion of women who have moved up to the top managerial levels remains exceedingly small. The reasons for this imbalance appear to be involved with sex-role stereotypes and occupational sex typing which are slow to change. Women apparently are caught in a cultural double bind: Managers are expected to behave in a manner traditionally considered masculine, but a woman who adopts masculine behavior may be considered objectionable by some.

The aim of this experimental study was to discover the effects, if any, that the presence or absence of assertiveness in the communication style of a woman manager has upon stereotypic attitudes of male and female subjects toward women as managers, self-ratings of assertiveness, and perceptions of the effectiveness and credibility of that manager.

The subjects were 299 upper-level business majors in the College of Business of the Florida State University. Following the administration of self-assertiveness rating scales and a scale on attitudes toward women as managers, subjects were divided randomly into two groups matched by sex and level of assertiveness.

The experimental manipulation consisted of subjects viewing one of two videotapes created for this study. One tape depicted a woman manager leading a small group in an assertive communication style and the second tape presented her behaving in a nonassertive manner. Following the viewing of the tape, subjects completed a scale for assessing perceptions of managerial effectiveness, a credibility scale, the self-assertiveness rating scale, and the scale on attitudes toward women as managers.

In terms of the significant results of testing the hypotheses of the study, those subjects who viewed assertive behavior by a woman manager rated her managerial effectiveness significantly more favorably than did those subjects who viewed nonassertive behavior. Credibility ratings on the factors of competence and dynamism were significantly affected in the positive direction by the manipulation of the independent variable. The assertive woman was perceived to be more competent and dynamic, but less trustworthy than the nonassertive woman.

The female subjects had significantly more favorable attitudes toward women as managers than did the male subjects and subjects who rated themselves high in assertiveness had significantly more favorable attitudes toward women as managers than did those subjects who rated themselves low in assertiveness.

Overall, the results indicated that subjects attributed higher levels of managerial effectiveness, competence, and dynamism and a lower level of trustworthiness to the assertive woman manager. The study supported the predicted trend of more favorable attitudes toward women as managers being expressed by female subjects than by male subjects. Individuals whose self-ratings were high in assertiveness tended to have more favorable attitudes toward women as managers than did individuals who rated themselves low in assertiveness. Sex-role/occupational stereotypes showed little change during the course of the experiment. Exposure to the videotaped treatment did not appear to affect scores on attitudes toward women as managers or subjects' self-ratings of assertiveness.

One of the most important accomplishments of this study was the development of the instrument for assessing perceptions of managerial effectiveness. The scale demonstrated high reliability during development and worked efficiently in demonstrating significant effects of the treatment in this study, which suggests that it is promising as an experimental tool and deserves further use and testing.

SOME EFFECTS OF CONCESSION OF AN ARGUMENT ON JUDGMENTS OF CREDIBILITY OF A SOURCE OF A PERSUASIVE COMMUNICATION Order No. 8010114

ZEMAN, JAMES VINCENT, PH D. *The Pennsylvania State University*, 1979. 157pp. Adviser: Kenneth D. Frandsen

The conceptual framework for this investigation grew from a series of propositions regarding source credibility: (1) Several variables function to influence the nature of attitude change in persuasive speaking situations. (2) Judgments of source credibility are among the variables that are systematically related to attitude change. (3) Source credibility judgments are a function of various factors, any of which may be most influential given various constraints. (4) The amount of counterarguing that a receiver is doing will influence the degree to which source credibility judgments will be systematically related to attitude change. (5) The amount of salience the topic has for the receiver will determine the extent that source credibility judgments will be systematically related to attitude change. (6) Studies of the manipulation of variables that influence judgments of source credibility are minimal.

Concession of an argument, offering to the audience an argument in support of a thesis and then later indicating to that same audience that the source no longer holds that proposition as a strong reason for the audience to agree to the thesis, is a variable that could be manipulated to influence source credibility and, as such, it should be studied.

Four null hypotheses were investigated: (1) Judgments of the competence of sources who concede arguments will not differ significantly from judgments of the competence of sources who do not concede arguments when the topic is moderately salient for the audience. (2) Judgments of the trustworthiness of sources who concede arguments will not differ significantly from judgments of the competence of sources who do not concede arguments when the topic is moderately salient for the audience. (3) Judgments of the competence of sources who concede arguments will not differ significantly from judgments of the competence of sources who do not concede arguments when the topic is highly salient. (4) Judgments of the trustworthiness of sources who concede arguments will not differ significantly from judgments of the trustworthiness of sources who do not concede arguments when the topic is highly salient.

Ninety-eight undergraduate student volunteers participated in rating and ranking eight arguments and indicated topic importance on one of three theses. Messages to be used as stimuli were constructed using four arguments for only two of the three theses evaluated, one judged highly salient and one judged moderately salient. Six messages were constructed for each thesis: (a) use of the four arguments in descending order of strength--anticlimax, (b) four arguments in ascending order of strength--climax, (c) omitting the weakest of the four arguments and putting the other three in anticlimax order, (d) omitting the weakest of the four arguments and putting the other three in climax order, (e) four arguments in anticlimax order with the weakest conceded just prior to the conclusion of the speech, and (f) four arguments in climax order with the weakest conceded just prior to the conclusion of the speech.

A booklet containing one of the six message conditions for one of the two theses was administered to 133 student volunteers. The booklet included the following: (a) credibility forms, (b) some filler tests, (c) stimulus message, (d) credibility forms, and (e) attitude and importance forms. The initial credibility forms allowed the subjects to set the initial expected credibility levels.

Forms were all scored and means were calculated for each. For each thesis, a median split was done using the initial perceived credibility scores. This split resulted in a highly credible group and a moderately credible group for each thesis. The data were divided into four-argument-no-concession, three-argument-no-concession, and concession groups. Subjects were randomly eliminated from each group until they were all equal in number to the group with the smallest number. An overall F ratio was calculated on the means for each cell to determine any impact on the treatment.

The overall F value used in testing the four null hypotheses was not significant in each case. These results suggest that the null hypotheses cannot be rejected on the basis of this study.

Six suggestions are offered for further research regarding examination of concession of an argument.

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